

Our Time Together

- Bilingual Multicultural Education Act
- Indian Education Act
- Support for Tribes





Bilingual Multicultural Education Act

Language and Culture Division

Bilingual Multicultural Education Act and Rule

22-23-1 NMSA 1978, Bilingual Multicultural Education Act (BME Act)

- Goals are for 1) all students, including English Learners, to become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and 2) meet state academic content standards and benchmarks in all subject areas.
- **Allows for funding in the State Education Guarantee (SEG).** Funding is based on actual membership and provided as a differential in the funding formula.

NMAC 32.2.6, Implementing Bilingual Multicultural Education Programs (BMEPs)

- Provides further guidance beyond the BME Act and specifically includes both a World Language and Native American Language Revitalization focus

Native American Language Revitalization

Program Structure

- Native American language and culture (NALC) certification required
- Honors that literacy can be measured in the skill areas or domains of listening, speaking and comprehension
- Standardized curriculum with scope and sequence
- History and cultures of New Mexico Native American Tribes
- Culturally and linguistically responsive instruction designed to develop cross-cultural skills
- Professional development for all district and charter leadership, including certified NALC teachers
- Assessments to measure growth toward language proficiency and academic achievement

Tribal Sovereignty

- Tribal consultation in BMEP planning
- Districts and charter schools must have approval from Tribe to have a BMEP
- Standardized curriculum with flexibility to adjust in accordance with the Indian Education Act
- Language proficiency assessments as determined by the Tribe
- Districts and charter schools must provide annual report to Tribe on the BMEP
- Districts and charter schools must provide notification of non-compliance and consult with the Tribe on a program improvement plan

Current Native American Language BMEPs

BMEP Student Numbers by Home/Heritage Language BMEPs

- Jicarilla Apache: 281
- Keres: 767
- Navajo: 4,889
- Tewa: 173
- Tiwa: 34
- Towa: 79
- Zuni: 1,047

BMEP Total Student Numbers

- Total BMEP Student Count: 43,703
- In Native American Language BMEPs: 7,270 (16.63%)
- Albuquerque, Bernalillo, Bloomfield, Central Consolidated, Cuba, Dream Dine, Dulce, Española, Farmington, Gallup, Jemez Mountain, Jemez Valley, Native American Community Academy, Pojoaque, Peñasco, Sand Diego Riverside Charter School, Six Directions, Zuni

Funding for Native American Language BMEPs

- Albuquerque* - \$9,302,424.41
- Bernalillo* - \$767,096.37
- Bloomfield* - \$124,397.69
- Central Consolidated* - \$839,480.22
- Cuba* - \$191,496.22
- Dream Dine - \$16,627.19
- Dulce - \$127,210.47
- Española* - \$787,897.37
- Farmington* - \$742,711.34
- Gallup - \$812,078.25

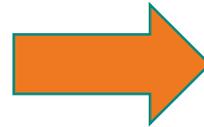
- Jemez Mountain - \$57,843.56
- Jemez Valley - \$385.62
- Native American Community Academy - \$110,787.44
- Pojoaque* - \$331,568.37
- Peñasco* - \$108,110.75
- San Diego Riverside Charter School - \$45,753.12
- Six Directions - \$40,082.19
- Zuni - \$489,787.53

* Final Funded for Fiscal Year 21 Includes Spanish language BMEPs

Native American Language BMEPs- Outcomes

BMEP Goals

- Increase language proficiency across all Native American language BMEPs.
- Demonstrate an increase on awareness of cultural information
- Increase academic achievement especially in Reading and Mathematics



BMEP Actions

- Use deliberate instructional practices with defined goals.
- Focus on instruction and monitoring student achievement
- Focus on specific areas of student need.
- Provide high-quality instructional materials including supplemental materials.

Language and Culture Continuous Improvement

- Professional learning on BMEPs focused on Native American language revitalization
- State Seal of Bilingualism and Biliteracy and Native American language assessments
- Updating the TESOL endorsement to focus on language acquisition as well as culturally and linguistically responsive education; as drafted, NALC teachers could obtain a waiver for language credits
- Implementation of BMEPs in collaboration across the NMPED
- A BMEP Specialist to specifically focus on the implementation of BMEPs
- Leveraging Below the Line Funding for BMEPs, appropriated under the current administration



Indian Education Act

Indian Education Division



Indian Education Act and Rule

22-23A-1 NMSA, Indian Education Act

- The Indian Education Act (IEA) was enacted to address the growing educational disparities impacting our students. The Act is an imperative statutory requirement that ensures meaningful tribal consultation for New Mexico's Tribes, Pueblos, and Nations.

22-23A-2. Purpose of act.

- Ensure maintenance of native languages

NMAC 6.35.2.1, Implementing the Indian Education Act

- Provides further guidance beyond the IEA and specifically includes programs within the systemic framework and reporting on access to Native language programs

Indian Education Act Funding – Language Grantees

Districts/Charter Schools \$50,000-90,000 awards

- Aztec
- Bloomfield
- DEAP
- Dream Diné
- Dulce
- Farmington
- Hozho Academy
- Grants Cibola
- Jemez Mountain
- Jemez Valley
- Peñasco
- Pojoque Valley
- Rio Rancho
- Vista Grande

Tribes/Pueblos/Nations \$75,000-\$100,000 awards

- Pueblo De Cochiti
- Pueblo of Isleta
- Pueblo of Jemez
- Pueblo of Laguna
- Pueblo of Nambé
- Pueblo of Picuris
- Pueblo of Pojoque
- Pueblo of Sandia
- Pueblo of San Felipe
- Pueblo of San Ildefonso
- Pueblo of Santa Ana
- Pueblo of Santa Clara
- Pueblo of Santo Domingo
- Pueblo of Taos
- Pueblo of Tesuque
- Pueblo of Zia
- Pueblo of Zuni
- Jicarilla Apache
- Mescalero Apache
- Navajo Nation
- Ohkay Owingeh

Indian Education Act Funding – Outcomes

Tribes/Pueblos/Nations outcomes

- Recertify NALC 520 certificate recipients.
- Increase access to the language programs with support from tribal council and the community.
- Increase Keres fluency rate
- Increase the number of fluent speakers of Tiwa.
- Certifying new NALC 520 teachers and provide training.

- Increase language within the home and/or community.
- Begin to incorporate into the daily class lessons and activities beginning with Pre-K classrooms, all Kewa Keres Language students to engage in the State of New Mexico Bilingual/Biliteracy Seal process.
- Tribally hosted digital archive of Tiwa language lessons.

- Attend training for language revitalization, language preservation and teaching methodologies.
- Develop technological tools that support language learning acquisition (i.e. mobile app)
- To increase Tewa Language, Culture and History to 50 youth, by 10% at the end of June 2022

Native American Language Program (NALP) Grantees (IEA Funding)

- Pueblo of Santo Domingo (Kewa)
- Pueblo of Jemez (Towa)
- Diné College (Diné)
- University of New Mexico (UNM)
- Keres Children's Learning Center (Keres)



NALP Funding-Outcomes (SB377)

Tribes/Pueblos/Nations outcomes (Appropriations Navajo Nation \$82,700, all others \$73,000)

- Recruit/train teachers and obtain certification
- Develop culturally and linguistically appropriate language assessment
- Develop Culturally responsive materials to support the curriculum objectives
- Provide language events-students, parents and elders
- Needs assessments/survey

- Increase total number of students participating in language program
- Develop an assessment instrument that is culturally and linguistically appropriate for students and instructors
- Enhance the current language instructors certification process for continuity in instruction

- Develop/continue Language curriculum
- Create and expand multimedia opportunities
- Pilot in person and virtual language program
- Establish standards and benchmarks for language acquisition
- Enhance the current language instructors certification process for continuity in instruction
- Establish a bilingual seal program

New Mexico Continuous Improvement

- Community-based, PreK–5 immersion schools in partnership with tribes, pueblos and urban Native American Organizations (Saad K'idilyé Language Nest in Albuquerque)
- Supplemental funding and outcome tracking support for community-based language programs that collaborate with districts and charter schools
- Growing Indigenous Language Teacher Pipeline grant program a focused on Indigenous Teacher supports (NM could serve as a model)

Opportunities for Continuous Improvement

Statute

- Native American Language and Culture Salary Equity
- Including all Native American Languages in 22-10A-13 Native American Language and Culture Certificates
- Incentivize post-secondary institutions to recognize the State Seal of Bilingualism and Biliteracy

Why?

- Ensure that NALC teachers are paid at least a Level I teacher salary. Currently many are paid an Educational Assistant salary.
- Native American language teachers teaching Nahuatl, Lakota and other languages cannot obtain a NALC certification
- Native American students are not awarded language credit, as other students are for Spanish and other world languages

Opportunities for Continuous Improvement

Funding

- Specific Native American Language funding
- Bilingual Multicultural Education Act funding
- Additional funding for the Indian Education Act

Why?

- Tribes are funded by the State under the limited amount of funding from Indian Education Act
- Providing a specific appropriation can support Tribes under the BME Act and allows for alignment to district and charter school BMEPs
- Tribes would have access to more funding for languages from the Indian Education Act

